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ABSTRACT

A project was conducted in the Caroline County Public Schools, Virginia, to establish the need for an elementary vocational guidance program. During the project, the schools established a guidance grant committee to assist in planning, developing, and implementing a vocational guidance and counseling awareness program. They also conducted a guidance needs assessment in grades 4-6, visited two school divisions having elementary guidance counseling programs, evaluated each site, and determined what career guidance resources are suitable for grades 4-6. An elementary guidance awareness inservice program was conducted for teachers and administrators in two elementary schools. Following the study, resources were purchased on self-awareness, decision making, understanding the world of work, and understanding others, to be used in the planned guidance programs. The project staff recommended the establishment of a career resource center in each elementary school and counseling and guidance programs to be established by the 1987-88 school year. (Author/KC)

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ED274860

FINAL REPORT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING: PLANNING THE IMPLEMENTATION OF A VOCATIONAL GUIDANCE AND COUNSELING PROGRAM FOR GRADES 4-6 IN CAROLINE COUNTY PUBLIC SCHOOLS

GUIDANCE

CONDUCTED UNDER
CARL D. PERKINS VOCATIONAL EDUCATION ACT
PUBLIC LAW 98-524

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CE045267

AUGUST 1, 1986

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ABSTRACT

TITLE OF PROPOSAL: Improving Vocational Guidance and Counseling: Planning for the Implementation of a Vocational Guidance and Counseling Program for Grades 4-6 in Caroline County Public Schools.

OBJECTIVES OF THE PROJECT:

1. Plan, develop and initiate an awareness program to support a vocational guidance and counseling component for grades 4-6 in the elementary schools in Caroline County.
2. Purchase appropriate resource materials to support a vocational guidance and counseling program component for grades 4-6.
3. Plan and implement an inservice activity designed to assist elementary teachers and administrators in understanding the concept of career/vocational guidance and counseling.

PROCEDURES FOLLOWED:

Established a Guidance Grant Committee to assist in planning, developing, and implementing a vocational guidance and counseling awareness program. Conducted a Guidance Needs Assessment in grade 4-6. Visited two school divisions having elementary guidance counseling programs. Completed check-sheet evaluation at each site. Recommended to the school board, the adoption of a policy supporting the concept of guidance and counseling at the elementary level.

Determined what vocational/career/guidance resources are suitable for grades 4-6. Used recommendations given by the Department of Education, from practicing counselors, and from check-sheet evaluations completed at the school sites. Purchased resources.

Arranged an elementary guidance awareness inservice for teachers and administrators in two elementary schools. Utilized a consultant from the Department of Education in Richmond.

RESULTS-ACCOMPLISHMENTS:

1. Completed each objective.
2. Established an awareness of the role of guidance and counseling in the elementary schools.
3. Purchased resources which utilize the four components of elementary guidance: self-awareness, decision-making, understanding the world of work, and understanding others.
4. Assessment results provided insight into the major concerns of children in grades 4-6, and will provide data for developing a comprehensive guidance and counseling program which includes a career/vocational component.

EVALUATION:

1. Check sheet evaluations completed after inservice and after site visitations.
2. Suitable resources purchased for placement in elementary schools.
3. Building Administrator compiled listing of vocational-career guidance activities completed in 85-86.

CONCLUSIONS AND RECOMMENDATIONS:

Committee members and elementary teachers were enthusiastic about the establishment of an elementary guidance program and the placement of counselors in each elementary school.

It is recommended that the location for placement of the resources be selected by the principal and the utilization of these resources be monitored and evaluated by his or her designee;

That a Career Resource Center be established in each school for placement of resources; By 1987-88, the Vocational Education Three-Year Improvement Plan include goals and objectives designed for vocational/career guidance and counseling in grades K-6; that a School Board policy be written that speakes to the establishment of elementary guidance and counseling program which includes the four components of elementary guidance.

PROJECT NARRATIVE

TITLE OF PROJECT: Improving Vocational Guidance and Counseling: Planning for the Implementation of a Vocational Guidance and Counseling Program for Grades 4-6 in Caroline County Public Schools.

THE PROJECT WAS DIRECTED TOWARD THE FOLLOWING OBJECTIVES:

1. Plan, develop and initiate an awareness program to support a vocational guidance and counseling program component for grades 4-6 in the elementary schools of Caroline County.

2. Purchase appropriate vocational/career resource materials to support a vocational guidance and counseling program component for grades 4-6.

3. Plan, develop and implement inservice activities designed to assist elementary teachers and administrators in understanding the concept of vocational/career guidance and counseling.

GENERAL PROJECT DESIGN-PROCEDURES FOR IMPLEMENTATION:

Objective 1.

A. By December 1, a Guidance Committee was established to assist in planning, developing, and implementing a vocational guidance and counseling awareness program. The committee consisted of the Director of Instruction, one (1) assistant principal who serves both elementary schools, one (1) elementary school media specialist, two (2) grade level chairman, one (1) teacher-aide parent, and the Project Coordinator. The committee met six (6) times.

B. By December 20, a Guidance Needs Assessment was conducted in grades 4-6. The survey included the following elements: academic/educational, intrapersonal (self), interpersonal (others), and career/vocational development. The results, were received by the Project Coordinator in January, and were reviewed by the Guidance Committee, providing data which will be used in developing a comprehensive guidance and counseling program including a career/vocational component.

C. By May 10, members of the Guidance Committee visited two (2) Virginia school divisions which have elementary guidance and counseling programs. In February the committee visited Williamsburg-James City and in early May the committee toured an elementary school in Fredericksburg. Roanoke County provided a video tape which discussed their guidance program program K-12. Participants completed a check-sheet evaluation on each visitation sight. This was collected by the Project Coordinator.

D. The Project Director attended required career and vocational conferences and completed reports and reimbursement forms when requested to do so. The October conference was held at Germanna Community College, and the April conference was in Charlottesville. The county provided funds for the Project Director to attend the International Collaborative Conference on Careers held in Miami, Florida in March.

E. On June 11, the Project Director presented an overview of the project's activities to the Caroline County School Board. It was recommended that a policy which supports the concept of providing guidance and counseling to children in grades 4-6,as well as to all children in grades K-12, be written and adopted for implementation.

Objective 2.

A. By December 20, a request was sent to the Department of Education asking for their recommendation for career/vocational resources suitable for grades 4-6.

B. By May 1, the Guidance Committee reviewed the data collected during school visitations and decided on the purchase of appropriate career/ vocational resources.

C. By April 20, the Project Director purchased appropriate resources for two (2) county elementary schools which have approximately 730 students enrolled in grades 4-6. Resources included an Apple IIe computer with printer.

Objective 3.

A. By January, an elementary guidance inservice awareness program was planned and implemented. It was designed to inform elementary school teachers and administrators about career/vocational guidance and counseling. Dr. Libby Hoffman, Supervisor of Elementary Guidance conducted the three-hour inservice in each elementary school. (Appendix i)

B. The project director consulted with the Director of Instruction and planned the inservice activities which was arranged during an administrative day in January.

PROJECT NARRATIVE

The members of the Guidance Committee (Appendix1)provided support for the implementation of the program's objectives. They visited school sites recommended by the Department of Education as having model elementary guidance programs. Data collected from sites visitations provided the topics for discussion. at the regularly scheduled committee meetings and gave insight into resources that were purchased for use with children in grades 4-6. Also, committee members evaluated guidance resources found in the elementary school. These were found to be old and of little use. The Administrator on the committee requested that elementary teachers keep a log of career guidance activities undertaken during the year.

In late December Guidance Needs Assessment was given to children in both elementary schools. Included in the assessment were questions which relates to career/vocational guidance and counseling. This data will provide insight into the essential aspects of personal/career development and give the Guidance Committee information needed to prepare for a 4-6 vocational/career program.

Data collected at the two school site visitations, resources recommended by the Department of Education, and the study of vocational/career computer software for elementary grades assisted in determining what vocational/career resources were purchased. Consideration was given to the four aspects of personal/career development - selfawareness, the decision making process, understanding the

world of work, and understanding others. It was learned that no official State Department of Education elementary guidance resource listing is available for reference. Software for computer guidance activities is also limited. Several states have produced their own software (Kansas, Florida, Oregon) and some (Kansas) will make their products available upon request.

An inservice provided elementary teachers and administrators with insight into the primary goals of an elementary school guidance and counseling program. It was not possible to provide additional inservice due to calendar constraints and the limited amount of time remaining in the project period, after project approval was granted and received.

ACCOMPLISHMENTS AND RESULTS

With little modification the three objectives were completed. Seven months is too short a time to plan, develop and implement a complete plan of action, which includes the development of an elementary guidance program which will become a part of comprehensive guidance and counseling program K-12. However, it was enough time to introduce elementary teachers and administration to the concept of elementary guidance, to involve key persons in the school division in committee work which allows them to see and learn about viable and active guidance and counseling programs in other school divisions and in selecting resources which will be utilized by counselors and teachers in the elementary classrooms. The funding of this project provided a first step towards providing elementary counselors positions in Caroline's schools.

The results of the assessment provided insight into the needs of the children in the county's elementary schools. Overall 81.3% of the children in the elementary schools ranked "Career Development" as a top priority. The children desire to know about the jobs they may do as adults. 76% of the children ranked the need to develop appropriate "Study Skills" as a second priority, and 71% ranked "Self-Change" as their third priority concern. (Appendix 2, 3) The results of the assessment will be given to the Director of Instruction for distribution and discussion within the elementary schools during the next school year.

Resources purchased will be inventoried and given to the principal at each elementary school for proper placement, storage and utilization. (Appendix 4) The school administrators will provide proper supervision of these resources.

EVALUATION

By June 15, the Project Director evaluated the three (3) Project Objectives. A written evaluation will be completed and included in the final written report. On June 11, the Project Director presented to the Caroline County School Board an overview of the project's accomplishments and included a recommendation that the Board adopt an elementary guidance and counseling policy which is designed to support the concept of providing career and vocational guidance and counseling to children in grades K-12.

After reviewing recommendations gathered on career/vocational resources and after completing school visitations, the Project Director purchased vocational/career/personal resources suitable for students in grades 4-6. The location for placement of the resources is the responsibility of the building principals. The school administrators will maintain an inventory and provide proper supervision of these resources. Copies of inventory sheets will be maintained by the Project Director and be on file in the School Board Office.

Evaluation forms developed by the Project Director, were kept on school site visitations. These provided the data for the purchase of resources. An evaluation form was developed and distributed to all teachers who participated in the January inservice. A copy of these evaluations are included in the project's final report. (Appendix 5, 6, 7)

Building administrators will maintain a list of career and vocational guidance and counseling activities undertaken by classroom teachers. The listing will reflect activities related to the teachers' inservice, as well as other career/vocational activities infused into classroom instruction. The list was submitted to the Project Director prior to June 1. (Appendix 8)

RECOMMENDATIONS FOR THE FUTURE

1. Recommend the adoption of a policy which supports the concept of guidance and counseling at the elementary level.

2. That the School Board adopt a policy regarding development of a comprehensive guidance and counseling program in grades K-12; that the School Superintendent appoint a committee of counselors to develop this program; that time be given for this committee to plan and develop this program during the 1986-88 school year.

3. That a career resource center be established in each elementary school for the placement of career/vocational guidance and counseling resources.

4. That certified elementary guidance counselors be placed in each elementary school K-6.

5. That teachers be encouraged to enroll in seminars, workshops, classes which provide information regarding the infusion of career and vocational guidance activities into their classroom. That release time be provided for participation in these sessions.

Photo by Dale Brittle

Elementary guidance

Teachers at Bowling Green and Ladysmith Elementary Schools participated in a training program recently that dealt with counseling at the elementary level. Dr. Libby Hoffman, supervisor of guidance for the State Department of Education, right, was the guest speaker. Dr. Hoffman talked about the benefits of an elementary guidance program and the role of the guidance counselor. She is the author of a book for parents of children in grades five and six. The teachers also heard about a $7,000 grant that the Caroline school system received this year to plan a guidance program for children in all grades.

Appendix 1

GUIDANCE GRANT COMMITTEE MEMBERS
1985-86

1.	Mrs. Dale Brittle	Caroline High School	Project Director
2.	Mrs. Carolyn Davis	Ladysmith & Bowling Green Elementary Schools	Assistant Principal
3.	Dr. Lynn Eberwine	School Board Office (633-5088)	
4.	Mrs. Mary Ellen Gibson	Route 4, Box 83 Ruther Glen, Virginia 22546	Parent, Teacher's Aide
5.	Mrs. Denise McFeeley	Bowling Green Elementary School	Teacher - 5
6.	Ms. Deborah McKinnie	Ladysmith Elementary School	Teacher - 6
7.	Mrs. Carmen Williams	Bowling Green Elementary School	Librarian

Phone Numbers:	Bowling Green Elementary School	633-6101
	Ladysmith Elementary School	448-3211
	School Board Office	633-5088
	Parent's Phone Number	448-3569

Caroline County
Guidance Needs Assessment
Bowling Green Elementary, Grade 4

Number of Students - 118

%	Rank	Need
87.3	1	Career development (want to know about jobs they may do as adults)
78.8	2	Study skills
72.9	3	Self-change
68.6	4	Self-understanding
65.3	5	Listening/communication skills
65.3	5	Feel nervous when called on in class
63.6	7	Want more friends in school
58.5	8	Information about drug and alcohol abuse
57.8	9	Decision-making skills
53.4	10	How to handle their feelings of anger
53.4	10	Worry a lot
52.5	12	Find school work difficult
47.5	13	Self-responsibility (blame others for their own problems in school)
45.8	14	Test-taking skills
44.9	15	Divorce-related concerns
44.9	15	Self-responsibility (have to be reminded to do work in school)
40.7	17	Find school work not interesting
39.8	18	Have trouble understanding school work
39.0	19	Are not wanted by peers on school teams for games and sports
37.3	20	See selves as not having good work habits in school
35.6	21	Communication with peers
34.7	22	Do not like being in school
31.4	23	Do not feel a part of things at school
27.1	24	Have difficulty getting along with parents
24.6	25	Cannot go to their teacher for help when they need it
23.7	26	Cannot talk to their teachers when they have problems
19.5	27	Test scores interpretation (do not understand the meaning of their scores on tests
16.1	28	Do not have many friends in school
13.6	29	Do not get along well with their teachers
11.0	30	Understanding their personal values
10.2	31	Do not do well in sports and games at school

Caroline County
Bowling Green Elementary
Guidance Needs Assessment, Grade 5

Number of Students - 116

%	Rank	Need
78.9	1	Study skills
71.6	2	Career development (want to know about jobs they may do as adults)
64.7	3	Self-change
62.9	4	Decision-making skills
56.9	5	Want more friends in school
54.3	6	Do not find school work interesting
54.3	6	Listening/communication skills
51.7	8	Feel nervous when called on in class
50.9	9	Information about drug and alcohol abuse
47.4	10	Self-responsibility (blame others when they have problems in school)
47.4	10	How to handle their feelings of anger
47.4	10	Self-understanding
47.4	10	Worry a lot
47.4	10	Test-taking skills
44.0	15	Find school work difficult
44.0	15	Do not like being in school
43.1	17	Have trouble understanding school work
38.8	18	Divorce-related concerns
36.2	19	Work habits in school
34.5	20	Are not wanted by peers on school teams for games and sports
34.5	20	Cannot talk with their teachers when they have problems
33.6	22	Self-responsibility (need to be reminded to do work in school)
31.9	23	Cannot go to their teachers for help when they need it
31.0	23	Do not feel a part of things in school
28.4	25	Communication with peers in school
20.7	26	Understanding the meaning of their scores on tests
19.8	27	Do not have many friends in school
19.0	28	Have difficulty getting along with parents
16.4	29	Do not get along well with teachers
14.7	30	Do not do well in sports and games
12.1	31	Do not get along well with parents
10.3	32	Understanding their personal values

Caroline County
Bowling Green Elementary
Guidance Needs Assessment, Grade 6

Number of Students - 114

%	Rank	Need
86.8	1	Career development (want to know about jobs they may do as adults)
83.4	2	Want to be more involved in school activities
79.8	3	Educational planning for high school
78.1	4	Self-understanding: interests and abilities
78.1	4	Understanding persons of other sex
77.2	6	Understanding one's similarities to others in terms of feelings
73.7	7	Study skills
71.9	8	How to find part-time employment
65.8	9	Understanding the physical changes they are experiencing
59.6	10	Self-change
58.8	11	Understanding their own values
57.0	12	Information about drug and alcohol abuse
57.0	12	Developing interpersonal skills for interacting with persons of other sex
53.5	14	Want to learn how to be treated more as an adult by their parents
51.8	15	Self-responsibility; blame others when they have problems in school
51.8	15	Decision-making skills
51.8	15	How to use leisure time
50.9	18	Want more friends in school
50.9	18	Feel nervous when called on in class
49.1	20	Listening/communication skills
48.2	21	Self-understanding
43.9	22	How to handle their feelings of anger
43.9	22	Find school work difficult
43.9	22	Often feel different from peers at school
43.0	25	Information about where to get help for drug and alcohol problems
36.8	26	Often feel alone at school
36.0	27	Do not find school work interesting
36.0	27	Worry a lot
33.3	29	Have trouble understanding their school work
32.5	30	Cannot talk with their teacher when they have a problem
29.0	31	Divorce-related concerns

- OVER

%	Rank	Need
28.1	32	Are not wanted by peers on teams for games and sports
27.2	33	Do not feel a part of things at school
27.2	33	Test-taking skills
27.2	33	Do not like being in school
25.4	36	Responsibility: need to be reminded to do their work in school
21.9	37	Work habits
20.2	38	Communication with peers
19.3	39	Have difficulty getting along with others whose ideas differ from theirs
18.4	40	Cannot go to most of their teachers for help when they need it
14.9	41	Responsibility: see selves as not being dependable to complete work assigned to them
13.2	42	Have trouble getting along with their parents
11.4	43	Understanding the meaning of their scores on tests
10.5	44	Do not do well in sports and games at school
10.5	44	Do not get along well with most of their teachers
10.5	44	Do not have many friends at school
4.4	47	Do not get along well with their parents

Caroline County
Guidance Needs Assessment
Ladysmith Elementary, Grade 4

Number of Students - 102

%	Rank	Need
75.5	1	Self-change
72.5	2	Career development (want to know about jobs they may do as adults)
71.6	3	Study skills
61.8	4	Information about drug and alcohol abuse
58.8	5	How to handle their feelings of anger
58.8	5	Feel nervous when called on in class
58.8	5	Self-understanding
53.9	8	Listening/communication skills
51.0	9	Worry a lot
50.0	10	Decision-making skills
43.1	11	Self-responsibility (blame others when they have problems in school)
42.2	12	Do not like being in school
41.2	13	Find school work difficult
39.2	14	Test-taking skills
37.3	15	Are not wanted by peers on school teams for games and sports
36.3	16	Divorce-related concerns
36.3	16	Have trouble understanding school work
34.3	18	Find school work is not interesting
27.5	19	See selves as not having good work habits in school
24.5	20	Communication with peers
22.5	21	Do not feel a part of things in school
21.6	22	Have trouble getting along with parents
20.6	23	Cannot go to their teachers for help when they need it
17.6	24	Responsibility (need to be reminded to do their work in school)
17.6	24	Cannot talk with their teachers when they have a problem
15.7	26	Do not have many friends in school
14.7	27	Do not do well in sports and games at school
13.7	28	Understanding the meaning of their scores on tests
10.8	29	Do not get along well with their teacher
8.8	30	Do not get along well with their parents

Caroline County
Guidance Needs Assessment
Ladysmith Elementary, Grade 5

Number of Students - 92

%	Rank	Need
84.7	1	Career development (want to know about jobs they may do as adults)
76.1	2	Self-change
76.1	2	Study skills
64.1	4	Self-responsibility (blame others when they get in trouble at school)
62.0	5	Listening/communication skills
59.8	6	How to handle their feelings of anger
56.5	7	Self-understanding
55.4	8	Feel anxious when called on in class
54.3	9	Want more friends in school
50.0	10	Information about drug and alcohol abuse
48.9	11	Find school work difficult
46.7	12	Decision making skills
41.3	13	Worry a lot
38.0	14	Do not like being in school
37.0	15	Divorce-related concerns
35.9	16	Test-taking skills
33.7	17	Do not find school work interesting
32.6	18	Are not wanted by peers on school teams for games and sports
31.5	19	Have trouble understanding school work
30.4	20	Do not feel a part of things at school
29.3	21	See selves as not having good work habits in school
28.3	22	Self-responsibility (need to be reminded to do their work in school)
22.8	23	Cannot go to their teacher for help when they need it
21.7	24	Cannot talk with their teacher when they have problems
17.4	25	Do not do well in games and sports
16.3	26	Do not understand the meaning of their scores on tests
15.2	27	Do not have many friends in school
10.9	28	Understanding their personal values
10.9	28	Have difficulty getting along with their parents
8.7	30	Do not get along well with parents
6.5	31	Do not get along well with their teachers

Caroline County
Guidance Needs Assessment
Ladysmith Elementary School, Grade 6

Number of Students - 102

%	Rank	Need
88.2	1	Career development (want to know about jobs/careers they may do as adults)
86.3	2	Career development (want to understand more about their interests and abilities)
80.4	3	Study skills
79.4	4	Want to be more involved in school activities
77.5	5	Educational planning for high school
77.5	5	Understanding self and others (wonder if other kids feel as they do)
75.5	7	Career development (want to understand how their interests and abilities are related to careers)
72.5	8	Understanding persons of other sex
69.6	9	How to obtain part-time employment
68.6	10	Understanding the physical changes they are experiencing
64.7	11	Self-change
63.7	12	Understanding their own values
59.8	13	Information about drug and alcohol abuse
57.8	14	Self-understanding
54.9	15	Decision-making skills
54.9	15	Information about leisure activities
53.9	17	Understanding self and others (often feel different from others at school)
52.9	18	Listening/communication skills
51.0	19	Find school work difficult
51.0	19	Developing interpersonal skills for interacting with peers of other sex
49.0	21	Want to learn how to get parents to treat them more as adults
48.0	22	Feel nervous when called on in class
45.1	23	Worry a lot
42.2	24	Often feel alone at school
37.3	25	Do not have good work habits at school
36.3	26	Do not find school work interesting
36.3	26	Do not like being in school
34.3	28	Cannot talk with their teachers when they have problems
33.3	29	Self-responsibility; blame others when they have problems in school
31.4	30	Divorce-related concerns

%	Rank	Need
31.4	30	Have trouble understanding school work
31.4	30	Information about where to get help for drug or alcohol problems
27.5	33	Are not wanted by peers on school teams for games and sports
27.5	33	Test-taking skills
24.4	35	Cannot go to most of their teachers for help when they need it
21.6	36	Self-responsibility; need to be reminded to do their work in school
20.6	37	Cannot get along with people whose ideas differ from theirs
19.6	38	Communication with peers
18.6	39	Want to understand the meaning of their scores on tests
16.7	40	Do not do well in sports and games
14.7	41	Have trouble getting along with parents
12.7	42	Do not have many friends in school
10.8	43	Do not see selves as dependable to complete work assigned to them
6.9	44	Do not get along well with teachers
5.9	45	Do not get along well with their parents

CAREER AND VOCATIONAL GUIDANCE MATERIALS
RESOURCE LIST*
GRADES 4-7

American Guidance Services Post Office Box 99 Circle Pines, Minnesota 55014-1786	Transitions "Communication & Problem Solving Skills," "Encouraging Openness & Trust," "Verbal & Nonverbal Communications & Feelings," "Needs, Goals, & Expectations," "Increasing Awareness & Values," (Cassettes, Books & Posters)
Arista Publishing 2 Park Avenue New York, New York 10016	Fat Albert and the Cosby Kids: Lying & Stealing Fat Albert and the Cosby Kids: Personal and Group Relationships (Each module consists of 3 filmstrips, 3 cassettes, 1 music experience cassette, 3 story books and story boards, 5 duplication masters, 1 teacher's manual, and 1 wall chart)
BICEP Barnstable Public Schools Hyannis, Massachusetts 02601	Career Education Resources for Counselors and Teachers Guidance Level K-6 (Book)
Channing L. Beta Company, Inc. 200 State Road South Deerfield, Massachusetts 10373-0200	What Everyone Should Know About The Elementary School Counselor (Booklets)
Good Apple, Inc. Box 299 Carthage, Illinois 62321-0299	Mostly Me Self-Concept Series: "Choosing," "Relations," "Cooperating," "Caring," "Feelings," "Sharing," "Belonging," "Appreciating," "Coping & Loving," (Activity Books)
Learning Tree Filmstrips Post Office Box 4116 Englewood, Colorado 80155	Career Education: Why We Work (4 color filmstrips, library cards, 4 cassettes, and guide for grades 4-6)
Marsh Film Post Office Box 8082 Shawnee Mission, Kansas 66208	How To Turn Life's Lemons Into Lemonade (50 frame color filmstrip with cassette and teacher's guide) Keeping Safe (Apple IIe diskette)

Prentice Hall Englewood Cliffs, New Jersey 07632	100 Ways To Enhance Self-Concept In The Classroom (Book)
Random House School Division Depart 9234 400 Hahn Road Westminster, Maryland 21157	Charlie Brown's Career Education Program (Grades 4-6) "How Do You Want To Live," "Leisure Time Is Important," "You Should Plan Your Career," "Be Aware of Yourself," "You Have to Adapt," "We Need Teamwork," "It's Fun Working With You," "We All Need the Right Attitude," "We All Need Self-Fulfillment," "Work Experience Helps," "Many Jobs Are Alike" (Cassette, Film and Activities)
Walt Disney Educational Media Company 500 Buena Vista Street Burbank, California 91521	Getting Along With The Rules (5 color filmstrips, 5 cassettes, teacher's guide, catalogue cards) Learning Laws: Respect for Yourself, Others and the Law (5 color filmstrips, 5 cassettes, teacher's guide, catalogue cards) Decision Making: Critical Thought In Action (2 color filmstrips, 2 cassettes, teacher's guide, catalogue cards)

*All resources were purchased with a Vocational Guidance Grant funded in 1985-86 for the Caroline County Public School System, Bowling Green, Virginia 22427.

EVALUATION
ELEMENTARY GUIDANCE INSERVICE
JANUARY, 1986

On a scale from 1 to 5, circle the number which best describes the value of the inservice for you. (1=low, 5=high)

	low value				high value
1. Content of Inservice	1	2	3	4	5
2. Organization of presentation	1	2	3	4	5
3. Printed materials	1	2	3	4	5
4. Participant involvement	1	2	3	4	5
5. Verbal presentation	1	2	3	4	5
6. Presenter's expertise	1	2	3	4	5

Answer each of the following by placing the relevant digit on the line provided.

1	2	3	4	5
little		some		great

1. My ability to work with students and staff in the area discussed in this inservice has been increased _____.

2. The materials provided will probably be of _____ value.

3. Overall, the inservice was of _____ value to me.

4. Any additional comments or questions you would like to share are welcome.

SURVEY FOR ELEMENTARY SCHOOL VISITATION

I. Resources (Consideration is given to the four aspects of personal/career development)

A. What resources are available?

____ Self-Awareness ____Understanding the world of work

____The decision making process ____Understanding others

B. What other resources can you recommend?

_____

_____

C. What resources are used most frequently? _____

_____

Why? _____

_____

How? _____

_____

D. May we have a list of guidance resources available in your School?

E. Other comments:

_____

_____

_____

_____

_____

II. Equipment

A. What type of equipment is available for counselor use?

_____ _____

_____ _____

_____ _____

B. Is there sufficient equipment to meet demands?_____

C. What equipment is most often used? _____

D. What equipment is least often used?_____

E. Is there a microcomputer available?_____

1. How is it used? _____.

_____

2. What guidance/career development software is available?

_____ _____

_____ _____

_____ _____

F. What filing system is used with: _____

_____

1. Written materials (books, manuscripts, etc.)_____.

2. Software (tapes, microfiche, records, disks,etc.) _____

3. Hardware (projectors, T.V., readers, etc.) _____

G. Who is in charge of these resources (counselor, librarian, teacher, administrator?)_____

H. What type of check-in and check-out system is used? _____

_____

III. Guidance Staff, Programs, Activities, Etc.

A. Does your division have a comprehensive guidance program? _____

B. Does your school have a written guidance curriculum?_____
May we have a copy?

C. How many counselors are available in your school?_____

D. Do they work 10, 11, or 12 months?_____

E. Is a written job description available? _____ May we have a copy?

F. Describe a typical day/week of guidance activities conducted by the counselor.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

G. What are your counselor's names?

_____

_____

May they be contacted? _____

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COMPOSITE SUMMARY OF THE SURVEY

Review the check sheet surveys completed after visitation, and write composite statements regarding areas surveyed. From these statements, priority items will be selected for consideration and purchase.

I. Resources

II. Equipment

III. Guidance Staff, Programs, Activities, etc.

Signature _____

CAROLINE HIGH SCHOOL
MILFORD, VIRGINIA 22514

May 27, 1986

TO: Members of the Guidance Grant Committee

Name _____ School _____

FROM: Dale L. Brittle, Project Director

SUBJECT: Evaluation of the Project Objectives

Consult the materials provided in your Committee Folder and check the strategies which you believe were completed, leave blank those which you believe were not completed.

Objective 1

_____1a. Guidance Grant Committee established

_____1b. Needs assessment conducted

_____1c. Committee visited school sites

_____1d. Committee completed site check sheet evaluations

_____1e. Project director attended required conferences and seminars

_____1f. Project director presented overviews to school board

Objective 2

_____2a. Requested resource list from State Department

_____2b. Committee reviewed data collected during school visitation

_____2c. Purchased resources

Objective 3

_____3a. Provide fall inservice to teachers at Ladysmith and Bowling Green Elementary Schools

_____3b. Project Director consulted with Director of Instructions when establishing time-frame for activities

Please complete the following question:

I attended _____ meetings and _____ school site visitations this year.

Please return this sheet to the Project Director before June 4th.

Thank you for your support and help this year.

TO: ALL GRADE CHAIRMEN

FROM: CAROLYN DAVIS, ASSISTANT PRINCIPAL

RE: END OF YEAR VOCATIONAL GUIDANCE GRANT REPORT

PLEASE ASK THE TEACHERS AT YOUR GRADE LEVEL TO RESPOND TO THE FOLLOWING QUESTIONS, AND RETURN THEM TO ME BY THURSDAY, MAY 29th.

PLEASE REMIND TEACHERS THAT THE COMPUTER IN THE OFFICE WAS PURCHASED UNDER THE GUIDANCE GRANT THIS YEAR AND THAT GUIDANCE TEACHERS IN THE ELEMENTARY WERE INCLUDED IN THE BUDGET FOR THE FIRST TIME THIS YEAR. DATA IS NOW BEING GATHERED TO ASSIST THE GUIDANCE COMMITTEE IN PLANNING FOR NEXT YEAR.

1. WRITE IN THE NUMBER OF TEACHERS AT YOUR GRADE WHO PLANNED AND IMPLEMENTED THESE OR OTHER ACTIVITIES IN CAREER EDUCATION:

___ (a) CAREER POSTER CONTEST
___ (b) CAREER POETRY CONTEST
___ (c) ROLE-PLAYING
___ (d) GUEST SPEAKERS
___ (e)
___ (f)

2. LIST SPEAKERS AND THEIR SUBJECT AREAS

(a)
(b)
(c)
(d)

3. ASK: "HAVE YOU WORKED WITH INDIVIDUAL STUDENTS IN GUIDANCE THIS YEAR?"
LIST NO. RESPONDING YES_____ TOTAL NO. CHILDREN SERVED_____
LIST NO. RESPONDING NO_____
LIST TECHNIQUES USED:

4. HOW MANY TEACHERS AT YOUR LEVEL FAVOR HIRING ELEMENTARY GUIDANCE TEACHERS?

_____

5. ADDITIONAL THOUGHTS:

VOCATIONAL GRANT DATA

1. Write in the number of teachers at your grade who planned and implemented activities in career/vocational/guidance education

7	Career Poster*	10	Guest Speakers
18	Career Poetry*	7	Others: Holt-Reading-L.12 - Famous People
9	Role-Playing		Community Helper Careers in Social Studies text
			Career Essays
			Using "Middle School Years" Booklet

*Note: Local winners were chosen and poems and posters were sent to the Virginia Vocational Guidance Association for judging. Four national winners and seven state poetry winners were chosen from Caroline Public Schools.

2. List speakers and their subject areas:

Ray Schiebel - Beekeeper
Dr. Clarence Campbell - Dentist
Kay Brooks - Librarian
Sheriff Ottie Moore - Policeman
A. J. Lilly, George Davis, Cathy Hancock - Lawyers
David Baker - Caroline Middle School Principal - Orientation to Middle School
Peggy Smith - Pharmacy Technician
Robert Benson - Colonial Weaver and Spinner
Jim Hall - Newspaper Careers
Joseph Dedrick - Game Warden

3. "Have you worked with individual students in guidance this year?"

16 Yes

12 No

194 Number of children served

257 6th grades with "Middle School Years" booklet

Techniques Used:
Individual conferences,
Using a system of rewards,
Parent Conferences,
Teacher referrals,
Group guidance,
"Talk-out" problems,
"Hugs and Kisses" Program,
Career booklets and projects,
Advising and listening partner,
Using computers

4. How many teachers at your level favor hiring elementary Guidance Counselors?

Ladysmith Elementary	18
Bowling Green Elementary	24

BUDGET SUMMARY SHEET

Project Number 85-86 VA-1-II3-GC-001 Agency Name Caroline County Public Schools

Project Title Improving Vocational Guidance Fiscal/Calendar Year 1985-1986

Beginning Date 9/1/85 Ending Date 5/31/86

Budget Classification		Financial Resources		
		Total	Local Expenditures	Federal Funds Requested
I.	SALARIES	$ 5,739.00	$5,739.00	$ 000.00
	Personnel	1,062.00	1,062.00	000.00
	Fringe Benefits			
II.	CONTRACTUAL SERVICES	000.00	000.00	000.00
	Consultant Fees			
	Consultant Travel			
	Other			
III.	EQUIPMENT AND SUPPLIES			
	Equipment and Resources	5,964.63	000.00	5,964.63
	Materials and Supplies			
IV.	TRAVEL	392.33	252.00	140.33
V.	OTHER RELATED EXPENSES	114.39	000.00	114.39
	PROJECT TOTAL	$13,271.35	$7,052.00	$6,219.35
VI.	INDIRECT COSTS	-0-	-0-	-0-
	PROJECT GRAND TOTAL	$13,271.35	$7,052.00	$6,219.35